

## Famous Scientists To Address Life Sciences Parley

Five of the nation's most distinguished scientists will be major speakers at a convocation on the life sciences in the field house Oct. 30.

The convocation will be highlighted by ground-breaking ceremonies for the new Life Sciences Center, which will be erected at a cost of \$2,400,000.

President Albert C. Jacobs has disclosed the Ford Foundation has made a pre-payment of \$500,000 on its challenge grant of \$2,200,000 to the College to permit work to begin. Construction will start early next spring.

The theme of the convocation, "Reflections on the Future -- The Life Sciences," will set the tone for the three sessions. The morning session at 9:30 will feature Dr. Rupert E. Billingham, chairman of the department of medical genetics at the University of Pennsylvania School of Medicine, and Nobel Prize winner Dr. Edward L. Tatum of the Rockefeller Institute who will speak on "Biology and the Future of Man."

Two speakers will address the afternoon session at 2:30 on "Psychology and the Future of Man." They are Dr. Donald R. Linds-

ley, professor of psychology and physiology at the University of California at Los Angeles, and Dr. Ross A. McFarland, director of the Guggenheim Center of Aerospace Health and Safety at the Harvard School of Public Health.

Dr. Charles Huggins, professor of surgery and director of the Ben May Laboratory for Cancer Research at the University of Chicago, will deliver the evening speech at 8:30 on "Cancer Re-

(Continued on Page 4)



Professor Curtis Langhorne, recently elected president of the New England Psychological Association, inspects psychology library in Boardman Hall.

## Psychology Unit Elects Langhorne

Dr. M. Curtis Langhorne, chairman of the psychology department, has been elected president-elect of the New England Psychological Association for 1966. He will assume presidency of the body in 1967.

Dr. Langhorne, a founding member of the New England Association in 1960, has headed the psychology department here since 1959. In 1961 - 1962 he was also acting chairman of the education department. In 1960 he served as president of the Southeastern Psychological Association.

Graduated with an A.B. degree in 1925 from Washington and Lee University, Dr. Langhorne received his Masters Degree there the following year. He studied for the Ph.D. at Ohio State University, earning his doctorate in 1932.

Meanwhile, he had begun teaching as an instructor in psychology at Emory University, Atlanta, Ga. He became chairman of Emory's department of psychology in 1940 and was made a full professor of that institution in 1943.

He has taught summer school courses at the University of Wyoming at the Washington State College. A member of Phi Beta Kappa and Sigma Xi, he was president of the latter's chapter at Emory in 1953.

A fellow of the American Association for the Advancement of Science since 1945, Dr. Langhorne has served as a member or officer of numerous scholarly societies.

These include the Georgia Psychological Association, of which he was president in 1950, the Southern Society for Philosophy and Psychology, the Southeastern Psychological Association and the American Psychological Association.

Also, the Conference of State Psychological Associations and the Council on Psychological Resources of the Southern Regional Educational Board.

## Forum Reviews Finance Program, New Life Sciences Center Plans

by Jeff Lucas

Fifty students gathered in Goodwin Auditorium Thursday evening for an all-college forum, "Reflections on the Future."

Vice-President Albert E. Holland introduced Henry S. Beers '18, chairman of the capital campaign;

Donald B. Engley, librarian, and Mr. Edwin de Cossy, designer of the Life Science center, to address the forum and answer any questions.

Mr. Beers explained the task set before the college and its trustees in meeting the \$2.2 million Ford challenge grant. The grant must be matched by \$6.6 million by the College before July 1, 1968, three years from the date the grant was issued.

The capital campaign has raised \$1.7 million toward the \$6.6 million, Mr. Beers noted. The Ford Foundation has given \$500,000 in advance so work may begin on the Life Sciences Center, Mr. Beers explained, but the full \$2.2 million grant is contingent upon the capital goal of \$6.6 million by 1968.

More than one-half of the \$440,000 Old Dominion Foundation gift will be used to air condition completely the library, Mr. Engley told the gathering. The library will employ the remainder of the foundation gift to provide book stacks for 110,000 books and to provide 100 study carrels for seniors and graduate students, Mr. Engley related.

Mr. de Cossy then spoke of the design of the Life Sciences building as "an attempt, in a contemporary manner, to capture the mood of the Burgess buildings along the walk." He said he hoped the building will relate well to the brownstone structures along Summit Street and tie the campus together.

Like the Jarvis and Seabury structures, Mr. de Cossy noted, the building will be "in the form of a wall," 410 feet long, about 40 feet in height, and punctuated with stairwells reminiscent of the Seabury, Northam and Jarvis towers.

The building is to be situated at the base of a declining grade along a prominent property line, the idea being to contain the college property on the hill and to enclose the campus on the southeast.

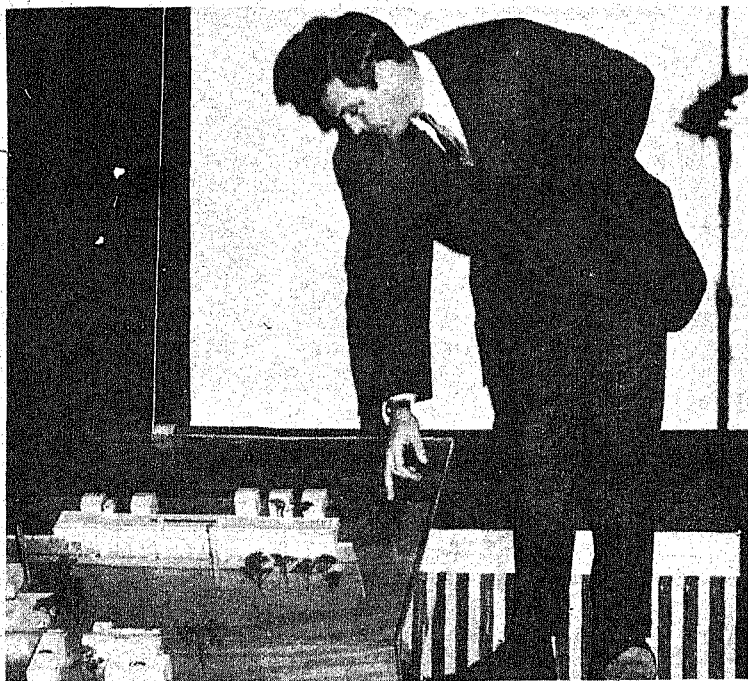
Asked if the architecture of the Life Sciences would fit in well with that of South Campus and McCook, Mr. de Cossy said he had done the best he could, but "you must appreciate my position" as the designer of only one building among the group.

The tentative completion date of the building is September, 1967.

In the question-answer period which followed, Robb N. Russell, of the engineering department, noted there was no access route to Halden Laboratories in the planning for the Life Sciences Center and its landscaping. Mr. de Cossy agreed that an access route had been overlooked and that one must be included.

When asked about provisions being made to relocate the two parking lots that will be eliminated by the Life Sciences Building and the relocation of athletic fields, neither Mr. Holland nor Roy Heath, dean of students, knew of any replacement plans.

The forum adjourned with Mr. Holland's expression of hope the student body would show sufficient interest to make future forums valuable opportunities for an exchange of ideas among administration, faculty and students.



ARCHITECT Edwin de Cossy points out a possible path for the access road to the new Life Sciences Center which he designed. (Roth Photo)

## Senate Asks Permanent Dorm Hours Extension

by James McCulloch

The Senate last night was expected to pass a resolution requesting the college administration to grant an extension of dormitory hours from 11:30 p.m. to 1:00 a.m. for Friday and Saturday evenings of the Sophomore Hop as well as for each Saturday evening of the Christmas term up until the weekend before review days.

Also considered was the stipulation women must be escorted in dormitories.

This request, in the form of a letter to be given to President Albert C. Jacobs, listed 14 reasons for the extension. Some of the reasons were:

-- An extension of hours would permit Trinity students to remain on campus under college supervision. (Continued on Page 9)



ALLEN TATE, poet-in-residence poses for the Tripod camera as he arrives in College guestroom Sunday night. He is scheduled to read his poetry tonight and to speak Thursday on "Southern Renaissance Fiction," both at 8:15 in Goodwin Theatre. (Hatch Photo)

## PAINTINGS

by  
ANNE  
GWYNN  
WHITTLESEY

A MEMORIAL EXHIBITION



Contemporary oil abstracts from "A Memorial Exhibit," a private collection of untitled paintings by the late Anne Gwynn Whittlesey, now on display in the Widener Gallery. The artist is

the late wife of mathematics Professor E. Finlay Whittlesey and the late sister of English Professor Frederick L. Gwynn.

## Whittlesey 'Memorial' In Austin

"A Memorial Exhibition," a showing of the paintings of Anne Gwynn Whittlesey (1921 - 1965), is presently on display in the Widener Gallery of Austin Arts Center.

The exhibit which opened Sunday afternoon with a reception, contains 21 contemporary oils and will be shown through Oct. 29. The gallery is open daily 9:00 a.m. - 5:00 p.m. and on Sundays 2:00 p.m. - 5:00 p.m.

The exhibition was conceived as a memorial to the artist, wife of mathematics Professor E. Finlay Whittlesey and sister of English Professor Frederick L. Gwynn. Mrs. Whittlesey had an unusual and varied career of which painting was only a part. She was graduated from Colby College in 1943 and served for the next three years as a U.S. cryptographer.

She then worked with U.S. Signal Corps in Tokyo for another

## Chapel Vespers To Trumpet Music Of Purcell

The Chapel on Sunday, at 5 p.m., will highlight the music of Purcell. The Hartford Festival Chorus, accompanied by a brass section and tympani, will present the Funeral Music for Queen Mary.

Robert Brawley, whose series of four orchestral concerts in the Arts Center was so successful this summer, will conduct. The Chapel Choir with the Choir of Trinity Church will sing the service for the event.

Chaplain Alan C. Tull noted this presentation will be a "very unusual opportunity" to hear the music of Purcell in the type of atmosphere for which he wrote his music. He predicted that the combination of the choir and instruments with the Chapel's "famed" acoustics will produce an "amazingly brilliant sound." Chaplain Tull noted that Purcell was a court composer under the last two Stuart monarchs and

carried over into the reign of William and Mary. There was no apparent break or change in the mood or temper of his music. Purcell is also noted for his Ode for Queen Mary's birthday (1694) entitled "Come Ye Sons of Art." This piece was composed one year before the funeral music.

Musicologist S. W. Bennett aptly describes Purcell's music as "a balance between court and public, aristocratic and middle-class views of life and art."

"Purcell's music is rare, sweet, tender, and lovely expression of a spirit able to live in harmony with his times and to find in this a free field for the flowering of his own genius and personality."

The Music of Purcell is the Chapel's first large-scaled production since the highly-successful ARIA DA CAPO. Music at Vespers will continue Nov. 21 with Music for Keyboards and on Dec. 12 with Lessons and Carols - The Cantores Sancti. The full program for Sunday's program is:

Prelude: Trumpet Voluntary  
Anthem: "Let my prayer come up into Thy presence"  
Anthems: Jubilate Deo  
Rejoice in the Lord  
Always  
O Sing Unto the Lord  
Offertory: Trumpet Overture  
Music for the Funeral of Queen Mary

March

Anthem: "Man that is born of woman"  
Canzona  
Anthem: "Thou knowest, Lord, the secrets of our hearts"

March

## Failure to Use Arts Center Seen by Director Nichols

Many of the potential facilities of the Austin Arts Center have not fully been used by the students since its opening in April. George E. Nichols, director of the Center recently noted,

Mr. Nichols, who views his primary task as a type of "traffic manager" who facilitates maximum use of the building, pointed out that the deficiency was probably because of a lack of student knowledge of the building's uses and outlined the Center's unfulfilled potential.

The Kolodny Collection (see P.4) is now available for the use of any qualified students from noon to 1:00 p.m., 3:00 p.m. - 5:00 p.m., and 7:00 p.m. - 10:00 p.m. in the Recreation Listening Room on the Main Floor.

All the records from the library, including the extensive Clarence Penn Spoken Word Collection, have been moved to the Center. The recording equipment that was previously located in the library has been moved to Room 231, the Seminar Room on the Main Floor and may be used when the stereo equipment in the Listening Room is in use.

The Arts Center was recently the recipient of a handpress and seven fonts of various kinds of type for use on small programs and notices.

Baird Hastings, co-publisher with his wife Lily of a monthly journal CHRYSAEIS, will welcome any student interest in printing.

Many rooms in the Center can be used upon student request. Two of the four practice rooms are

available to any student, and special arrangements may be made with the music department for use of the other two.

The pianos in the music classrooms may be utilized with faculty supervision or delegated direction. Garmany Hall, while primarily designated for the Glee Club and Band, is also intended for student recitals and such student productions as readings.

The main art studio is available at night upon request at the main desk as is the Print Study Room on the second floor.

The Slide Projection Room which seats 100 is the main lecture auditorium of the Center and can be used for small lectures or film showings. The Green Room, the Seminar Room and the Recreation Listening Room are available for meetings of organizations connected with the Center's Activities.

The Goodwin Theatre, although mainly designed for the production of plays, concerts and films, may be scheduled, whenever possible, for special lectures and meetings. The shop may be used only for building Jester productions.

## Concert Focus: Haydn Mozart

The program for the premiere performance of the Trinity Orchestra was announced recently by Baird Hastings, director of the Band and Orchestra and assistant director of Austin Arts Center. The concert will be sponsored by the band and will feature Clarence Watters at the organ.

The evening of music will start with the Hartford premiere of three marches by Haydn. These marches were composed for the Grenadier Guards and were written while the author was in England.

These pieces will be followed by two interludes from Mozart's recently published "Thamos, King of Egypt." The orchestra will conclude with Schubert's Fifth Symphony in B flat.

The finale of the concert will feature Professor Watters playing four organ sonatas (Nos. 9, 10, 13, 15) by Wolfgang Mozart.

## The Arts & Criticism

year. Returning to the United States, she assumed the position of Editorial Assistant and Color Specialist in the editorial office of the Metropolitan Museum of Art.

During her tenure at the Metropolitan, Mrs. Whittlesey studied painting with Leo Masera in New York.

Mrs. Whittlesey moved to Hartford in 1961 after her marriage to Professor Whittlesey.

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## Kibbe Heads College News, Photographer Also Named

Thomas G. Kibbe of Newington has been appointed director of the News Bureau, and John Monaccio of Hartford has been named College photographer. It was announced today by President Albert C. Jacobs.

Mr. Kibbe, a 1962 graduate of the University of Connecticut and a candidate for the M.A. Degree in English at Trinity, has been program consultant for the Greater Hartford Tuberculosis and Public Health Society since August 1964.

Between 1962 and 1964 he served as a special agent for the Insurance Company of North America and later with the Hartford Steam Boiler Inspection and Insurance Co.

Mr. Kibbe is a member of several organizations and is a soloist with the Asylum Hill Congregational Church Choir.

Mr. Monaccio comes to Trinity from Aetna Life & Casualty Company, where he has been a photographer for the Company's Information and Education Department since 1963.

From 1959 to 1963, Mr. Monaccio was a photographer for Ed Saxe Studio in Hartford. He is an Air Force veteran and served as a Medical Specialist from 1951 to 1953.

## NSF Fellowships To be Awarded

Graduate and postdoctoral fellowships in many areas of science will be awarded again this year by the National Science Foundation. Application must be made to the National Academy of Sciences-National Research Council by Dec. 10, 1965, for graduate Fellows and by Dec. 13 for postdoctoral Fellows. Awards will be announced on March 15, 1966.

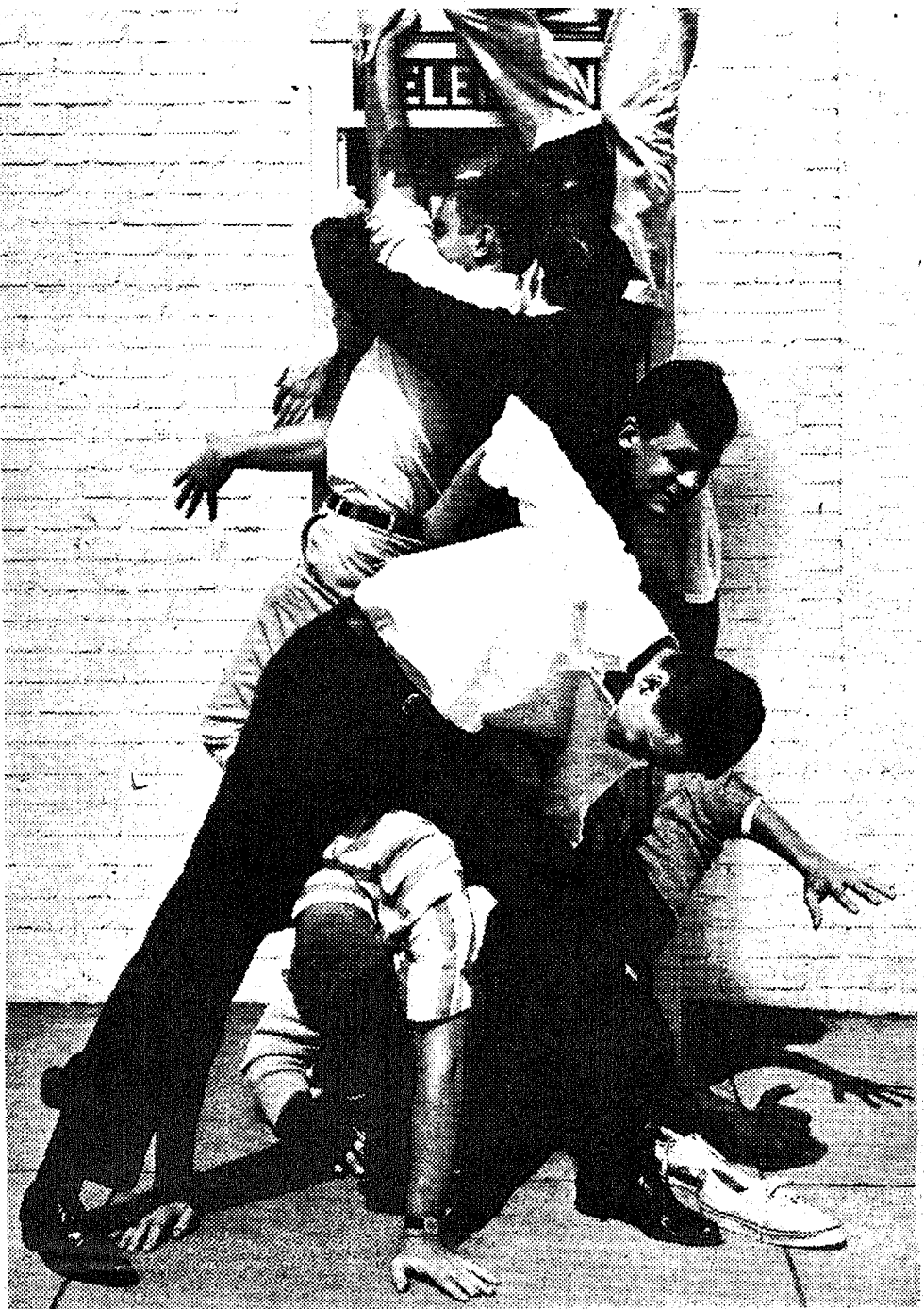
The annual stipends are \$2400 for first year graduate Fellows, \$2600 for second year, \$2800 for final year and \$5,500 for postdoctoral Fellows. Limited allowances will also be made toward tuition, laboratory fees and travel.

Applicants must be citizens of the United States and must have completed the appropriate level of school or equivalent training for the fellowships.

Applicants for the graduate awards must take the Graduate Record Examinations for scientific aptitude and achievement. The tests, administered by the Educational Testing Service, will be given Jan. 15, 1966, at centers throughout the United States.

Each graduate fellowship applicant must submit a signed application form, complete college transcripts and a proposed plan for graduate study or research. Awards are made on the basis of ability; the applicant's choice of graduate school is not considered in the selection of Fellows.

Further information and application materials may be obtained from the Fellowship Office, National Academy of Sciences-National Research Council, 2101 Constitution Avenue, N. W., Washington, D. C. 20418.



## Vietnam Protest Rally to be Held

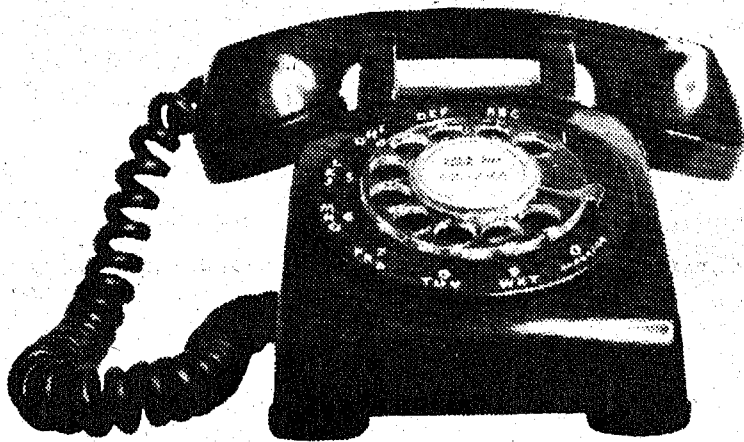
On Saturday beginning 1 p.m., Hartford-Storrs Committee to End the War in Vietnam will conduct a protest march down Main Street.

The march will begin in the Tunnel Park in the North End and continue down Main Street to the South Green Park, where a rally will be held. The rally is planned to end at 3:00 p.m. Speakers are to be announced.

The march is being held in conjunction with the International Days of Protest, October 15 and 16. Protest demonstrations, teach-ins and marches are expected to occur in many cities in the U.S. and abroad.

That morning, from 10-12 a.m., individuals will canvas the city, distributing leaflets to explain the position against the war in Vietnam.

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## New Stereo System Ready For Student Use in Austin

The new stereophonic record player and tape recorder, given by George Kolodny '20 to Austin Arts Center is now available for students' recreational listening.

The gift includes an Ampex self-threading tape deck, McIntosh stereophonic tuner and amplifier and a Thorens turntable. George Nichols, director of the Center, has commented this equipment is of the "absolute highest quality" and that it is a "magnificent" addition to the Arts Center.

In addition to the equipment, Mr. Kolodny has contributed 700 records and 50 tapes, all selected from his personal record collection.

Dr. Clarence Barber, associate professor of music, has said the records are a "brilliant basic collection." Furthermore, Mr. Kolodny has expressed willingness to make more additions to the collection.

Mr. Kolodny's gift, which resulted from the general alumni soliciting campaign, will also include two sound columns, or speakers, which will be placed in Goodwin Theatre and used for listening in larger groups than the recreational listening room can accommodate.

The Goodwin Fellows will be responsible for controlling use of the equipment. A possible plan will be a list on which students will reserve a 45-minute period for listening. At present, use may be gained by obtaining a key to the listening room from the Arts Center office.

Mr. Nichols explained that although the equipment and record

collection are available to all, the extremely high value necessitates a considerable amount of care and supervision.

Mr. Kolodny is the retired head of the Postal Insurance Company and resides in New York City. He began his vast record collection, which numbers in the thousands, as a retirement hobby.

## New Equipment In Biology Lab

New laboratory furniture and apparatus for Introductory Biology and Physiology has been installed on the third floor of Boardman Hall.

In the space previously used by the Department of fine arts, physiology labs have been established under the direction of Dr. Frank Child, associate professor of biology.

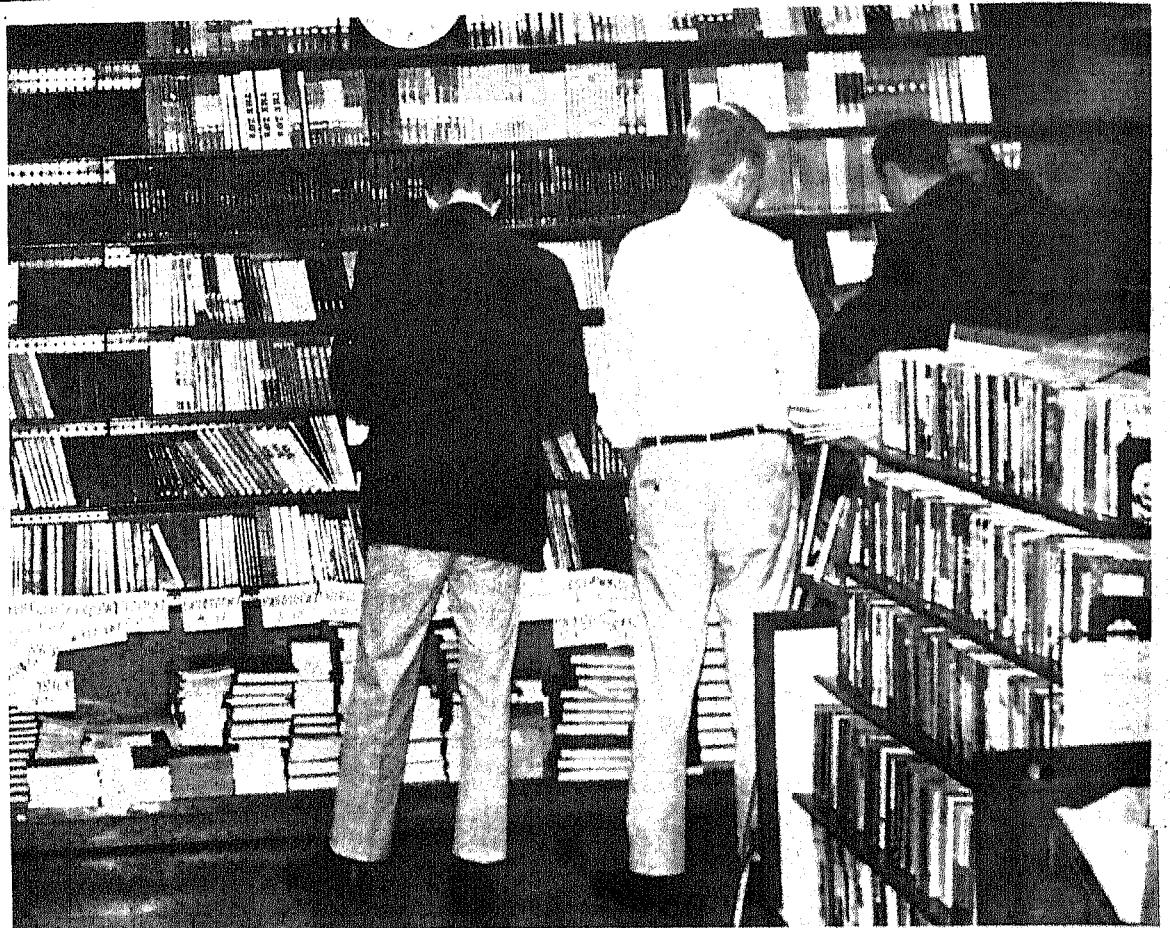
All the new equipment purchased for the Biology and Physiology labs will eventually be relocated in the planned Life Sciences Center, said Dr. Burger.

New lab tables and stools were bought for two Biology labs as well as the new physiology laboratory. Also new is all the equipment in the physiology lab, and various pieces of "back-up" equipment used by the entire department, such as the still for producing distilled water.

Some of the more expensive pieces of equipment in the laboratories have been provided through research grants to Dr. Galbraith and Dr. Child. Although these instruments were not purchased by the College, they will remain in the labs.

According to Dr. Burger, the College was extremely generous in the amount of new equipment it bought. The quality of the new furniture and instruments is "superior in every detail".

All available space in Boardman Hall is reportedly occupied and further expansion of the biology department must await the new building.



**BOOKSTORE REARRANGEMENT** of paperbacks by subject rather than publisher is eagerly examined by students above. Included in the selection is a large amount of "leisure reading"

according to J. Penn Hargrove, manager of the College Bookstore. The rearrangement was one of the suggestions made by the Senate Bookstore Committee last spring. (Rosenblatt Photo)

## Five Distinguished Scientists to Speak At Life Sciences Center Convocation

(Continued from Page 1)

search: Achievement and Prospect.

Invited guests will include leaders of scientific research from every section of the country, along with prominent educators, medical practitioners, industrialists, government health officials, alumni and friends of the College.

Undergraduates were informed Thursday night, "It is primarily for you, the students, that this gathering of distinguished minds has been arranged as one of the memorable events of your educational experience at Trinity."

Albert E. Holland, vice-president of the College, told the students, "yours is the great good fortune to attend college in a time that finds the store of man's knowledge exploding each day as new vistas are opened, new frontiers crossed, new challenges encountered, and goals achieved which only a decade ago were unimaginable.

"For you to be exposed even briefly to the minds of the men who are to be Trinity's guests on this occasion," said Mr. Holland, "will provide for you an intellectual challenge. You are among the men who will be successors to these distinguished leaders. They are coming to Trinity because they welcome the opportunity to lead you toward the adventures awaiting you on tomorrow's frontiers."

Dr. Tatum earned his A.B., M.S., and Ph.D (the latter in biochemistry in 1934) at the University of Wisconsin. He studied as a General Education Board Fellow in biological chemistry at Utrecht, Holland. He joined the Stanford University biology department, becoming an associate professor. Dr. Tatum went to Yale in 1945, becoming professor of microbiology, and later returned to Stanford, where in 1953 he received the Remsen Award of the American Chemical Society for his contributions to a new field biochemical genetics.

Dr. Tatum had been at the Rockefeller Institute about a year when he received the Nobel Prize. His field of research is the study of the genetics and metabolism of bacteria, yeast and molds, research aimed at a clear understanding of how genes determine the characteristics of living organisms.

He is a member of the National Academy of Sciences and the American Philosophical Society, president of the Harvey Society, chairman of the executive board of the Scientists Institute for Public Information and this year's chairman of the Genetics Study Section of the National Institutes of Health.

Sharing the morning platform with Nobel Laureate Tatum will be the Oxford-trained zoologist, Dr. Rupert E. Billingham of Oriel College. He holds Oxford's B.A., M.A.,

Doctor of Philosophy, and Doctor of Sciences degrees.

Now, as Chairman of the department of medical genetics at the University of Pennsylvania's School of Medicine, he has assumed the role of youthful "elder statesman" at the age of 44.

Dr. Billingham is a Fellow of the Royal Society of London and this year became a Fellow of the American Academy of Arts and Sciences.

Dr. Ross McFarland, director of the Guggenheim Center at the Harvard School of Public Health, is a pioneer in "human engineering." He made contributions to the design of the pressurized cabin in commercial aircraft. He has also worked on space capsules.

He has studied the aging process as it relates to the operation of motor vehicles and has conducted important studies on the effects of alcohol on the brain and central nervous system.

The other afternoon speaker, Dr. Donald B. Lindley, was trained at Wittenburg College and the University of Iowa. He did post-doctoral work at the University of Illinois as a National Research Fellow in Physiology at the Harvard Medical School and in Neuropsychiatry in the Massachusetts General Hospital.

The evening speaker, Dr. Charles Huggins, received his M.D. from Harvard.

### COLLOQUIUM

Dr. Albert Rabl Jr., assistant professor of religion, will speak on "The Individual in the Political Order" at the Religion Colloquium tomorrow at 4 p.m. in Alumni Lounge.

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# The Purpose of Higher Education — A Re-examination

Excerpts from an Address by Harry D. Gideonse, President  
Brooklyn College of the City University of New York

Two-thirds of American baccalaureate education today has little or nothing to do with "liberal education," and in the third that remains, an empty shell of courses that reflect the curricular thought of a preceding generation is frequently taught by an increasing multitude of recent graduates of specialized doctoral programs who have no training and little interest in teaching what they call "secondhand" subjects. If, in addition to this, the graduate faculty dominates the staffing of the undergraduate program and compels the colleges to use unqualified and uninterested graduate students to teach from sixty to eighty per cent of the instructional hours in the freshman and sophomore years, it is clear that demoralization and lack of a sense of relevance are not due to "the conflict of generations" but are, rather, a predictable outcome of questionable educational practice . . .

A perceptive student of the "multiversity" has recently summarized the trend in the following language:

It is surely time that someone, perhaps one of the ever beneficent foundations, calculated the true cost (in terms of time and money) of, for example, making a vital educational decision in our larger institutions of "higher learning." Flexibility, outwardly so apparent in the vast array of special interests, is in reality incredible rigidity when it comes to such crucial educational decisions as curriculum development, student guidance, and so on. While we may have learned to move with the ease of a leopard technologically, educationally we are reduced to the state of a woolly mammoth.

There is no willingness in the average contemporary faculty to deputize responsibility to selected spokesmen for the faculty. There is no willingness to relate change to research and evaluation. It is probably no accident that in two of our largest "Federal grant universities" — one private, one public — recent proposals for curricular innovation in the college were defeated by an incoherent coalition of university and research professors — including what Clark Kerr calls "un-faculty" — in mass meetings composed of from one thousand to fourteen hundred "voting" colleagues. . .

Today it is almost necessary to establish a new college with a handpicked administration and faculty to insure a willingness to venture curricularly on the basis of insight and experience — and even here sclerosis sets in rapidly as the vested interests organize and cohere on the basis of the preservation of established purposes.

It will be futile to seek remedies "consistent with the culture" in this area, but it should be possible to work out patterns of reform that preserve and enhance faculty responsibility, that limit faculty participation to those who are involved in the process, and that are rooted in the academic acceptance of change related to "research and development" which academic consultants are so eager to see established in any activity "off campus" in which they are invited to play a creative role. It is possible that the large foundations which have played a crucial role in awakening public imagination to the nation's educational and social needs in recent decades may find a new creative function in the stagnant areas which I have stressed.

My eye has been focused on public education on the baccalaureate level, on the study of the type of education that makes men and women fit for the intellectual and moral responsibilities of free society, and I have been deeply

aware of the undeniable fact that this type of education has also been the principal baccalaureate source of our best scientific talent. Judging on the basis of the original competitive assumptions of rival teams for the Manhattan project, we need from four to six independent baccalaureate establishments, focused on the basic value of "freedom" in liberal education, and organized in a manner that relates faculty responsibility for the program to continuous research and evaluation — and one or two of these "models," which should be widely distributed might be especially concerned with the general education program of the junior or community college. Such a program would be "hard to sell" to Congress. It is a "natural" for the "venture capital" in American culture — and it will meet a crucial need in bolstering the quantitative needs of our higher education. . .

The need for diversity in the pattern of experimentation is also indicated by some of the positive aspects of our current experience and they are more numerous than the selective publicity of the mass media might suggest. Whatever we may think of details in the succeeding acts of the Berkeley drama, a great movement of creative and critical innovation has developed on all levels at the University of California, and any teacher would be impressed with the opportunity held out in the following paragraph of a Berkeley faculty report:

Studies already known to us show that a significant and growing minority of students are simply not propelled by what we have come to regard as conventional motivation. Rather than aiming to be successful men in an achievement-oriented society, they want to be moral men in a moral society. They want to lead lives less tied to financial return than to social awareness and responsibility. Our educational plans should recognize these values. . .

I do not know whether a publicly supported college could respond to this challenge, but if we are looking for polarity, balance and — hopefully — equilibrium in the Great Society, "venture capital" in education might well be interested in this symptom of spiritual growth in the time of our troubles.

The strengthening of Federal fiscal involvement in meeting the country's educational needs — strengthening in the size of budgets and in the quality of leadership — raises one other

large question that will be pressed with increasing urgency as we examine our present experience. Clark Kerr in his perceptive Godkin lectures poses the question in his forthright and realistic chapter on "The Realities of the Federal Grant University." A generation ago resistance "in principle" against "Federal aid" channeled the process through contracts negotiated by mission-oriented Federal agencies. It is not necessary to agree with all the implications of the use of some of the student leaders are making of President Eisenhower's warning in his final speech as President of the United States against "the potential for the disastrous rise of misplaced power" in "the military-industrial complex," to become reflective when the current facts indicate that fifteen percent of all expenditures in American institutions of higher learning and fully seventy-five percent of all research expenditures are now defrayed from those sources. The distinctions between private and public institutions are blurred, to put it mildly, when we note that Federal funds are responsible at the minimum for thirty-two percent of the total budget of one of our largest private universities and this percentage ranges to eighty-five percent of the total budgets in public education and elsewhere.

The impact of this fiscal dependence of our largest institutions on a project basis with grants rarely ranging beyond a two-year basis is, of course, emphatically clear throughout the country, including all the institutions that are not directly involved, and an entrepreneurial spirit is rampant wherever administration has become dependent on such sources. It is literally true that administrations as well as faculties have lost control over their own fate — only one institution in this category is able to report that it would be able to honor all its tenure commitments to permanent faculty members if Federal funds "were to be cut off tomorrow." It may well be that Federal aid is indispensable if high-quality research operations are to be maintained, but the question is surely ripe to be faced openly and directly. If we are not to be destroyed by vulgar and entrepreneurial rivalry inappropriate to the preservation of the quality of higher education, should we not recognize the present grant system as a subterfuge for Federal aid and replace it with direct public subsidy allocated to the institutions at their professional discretion? How else can we restore academic control over our own operations? . . .

Higher education is rightly proud of its contribution to material productivity and national power, but the country's colleges and universities cannot serve the end of building a Great Society by allowing themselves to be confused with the "research and development" department of a modern industry. We have other and more demanding values to serve, and the preservation of the pluralist variety of our heritage is an essential end as well as means in this process. . .

On the second day of the White House Conference on Education John W. Gardner pointed to the comparative placidity of the first day's discussions and invited us "to snap at it with the bite of a barracuda." This morning I have begun to do some polite nibbling.

## The Student In Higher Education

A Special Report By

## The Trinity Tripod

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# Varied Panels Mark ACE Meeting

More than 1,600 persons attended the 43rd meeting of the American Council on Education last Thursday and Friday in Washington, D. C. at the Mayflower Hotel. Among the speakers was U.S. Attorney General Nicholas deB. Katzenbach, who

addressed the delegates at a Thursday night banquet. Below is a list of panel topics and participants. Tripod readers who wish to examine texts of the panel proceedings may do so in the Tripod office.

## PANEL DISCUSSIONS: THE LEARNING ENVIRONMENT

### 1. Institutional Expectations and Influences

**Chairman:** JOSEPH F. KAUFFMAN, Dean of Student Affairs, University of Wisconsin, Madison

**Panelists:** JOSEPH W. FORDYCE, President, Central Florida Junior College  
ROSE K. GOLDSSEN, Associate Professor of Sociology, Cornell University  
MARTIN TROW, Professor of Sociology, University of California, Berkeley  
STEPHEN J. WRIGHT, President, Fisk University

### 2. Societal Expectations and Influences

**Chairman:** LAWRENCE E. DENNIS, Education Program Adviser (Venezuela), Ford Foundation

**Panelists:** JOSEPH KATZ, Research Coordinator, Institute for the Study of Human Problems, and Research Director, Student Development Study, Stanford University  
WILLIAM L. KOILB, Dean of the College, Beloit College  
DAVID MALLERY, Consultant, College Student Personnel Institute

### 3. Some Concepts of Student Academic Freedom

**Chairman:** ALAN SIMPSON, President, Vassar College

**Panelists:** LAURENCE V. BRITT, S.J., President, University of Detroit  
GREG LIPSCOMB, Student, University of Texas  
PHILLIP MONYPENNY, Professor, Department of Political Science, University of Illinois  
E. G. WILLIAMSON, Dean of Students, University of Minnesota

### 4. Student Involvement in Educational Policy

**Chairman:** ROSEMARY PARK, President, Barnard College

**Panelists:** JAMES P. DIXON, President, Antioch College  
EDWARD D. EDDY, Jr., President, Chatham College  
CLEO MCNELLY, Student, Smith College  
CHARLES E. ODEGAARD, President, University of Washington

## PANEL DISCUSSIONS: STUDENT-INSTITUTIONAL RELATIONSHIPS

### 5. Stress in the College Experience

**Chairman:** LEONARD J. DUHL, M.D., Chief, Office of Planning, National Institute of Mental Health

**Panelists:** RALPH F. BERTIE, Professor of Psychology, and Director, Student Counseling Bureau, University of Minnesota  
ALAN FRANK, M.D., Head, Psychiatric Division, Student Health Service, University of Colorado  
PHILIP SHERBURNE, National Affairs Vice-President, U.S. National Student Association  
BENSON R. SNYDER, M.D., Psychiatrist-in-Chief, Massachusetts Institute of Technology

### 6. Due Process and the College Student

**Chairman:** JOHN RITCHIE III, Dean, Law School, Northwestern University

**Panelists:** CLARK BYSE, Professor of Law, Law School of Harvard University  
O. P. KRETZMANN, President, Valparaiso University  
EDMUND McILHENNY, Legal Counsel, Tulane University  
DENNIS SHIAUL, Student, Law School of Harvard University

### 7. Effective Teaching: The Role of New Educational Media

**Chairman:** SEYMOUR A. SMITH, President, Stephens College

**Panelists:** C. RAY CARPENTER, Research Professor of Psychology and Anthropology, Pennsylvania State University  
HAROLD B. GORES, President, Educational Facilities Laboratories, Inc.

JOHN W. TAYLOR, Executive Director, Chicago Educational Television Association

### 8. Effective Teaching: The Relevance of the Curriculum

**Chairman:** FRANCIS H. HORN, President, University of Rhode Island

**Panelists:** JOSEPH P. COSAND, President, Junior College District of St. Louis  
MELVIN KRANZBERG, Professor of History, Case Institute of Technology  
JOSEPH D. McCLATCHY, Student, Georgetown University  
WILBERT J. McKEACHIE, Chairman, Department of Psychology, University of Michigan

### 9. Effective Teaching: The Role of the Professor

**Chairman:** FRED HARVEY HARRINGTON, President, University of Wisconsin

**Panelists:** FREDERICK H. BURKHARDT, President, American Council of Learned Societies  
FREDERICK L. GWYNN, Chairman, Department of English, Trinity College  
NICHOLAS HOBBS, Chairman, Division of Human Development, George Peabody College for Teachers  
JERROLD R. ZACHARIAS, Professor of Physics, Massachusetts Institute of Technology

## HIGHER EDUCATION AND THE MORAL REVOLUTION

**Chairman:** KATHARINE E. MCBRIDE, President, Bryn Mawr College

**Panelists:** GRAHAM B. BLAINE, JR., M.D., Chief, Psychiatric Service, University Health Services, Harvard University  
BUELL G. GALLAGHER, President, City College of the City University of New York  
SISTER JACQUELINE GRENNAN, President, Webster College  
W. CLARKE WESCOE, Chancellor, University of Kansas



# Written Process Weighed

by David Downes

"I do not believe in technicalities of due process," stated Dr. Clark Byse, professor of law at Harvard Law School, in an afternoon panel discussion on "Due Process and the College Student." In making this statement, Dr. Byse was refuting the concept that a set of standard regulations should be adopted for all cases involving student discipline. Although much of the panel's discussion was limited to cases involving legal suits between expelled or suspended students and the institutions to which they had been affiliated, it was generally agreed that in intracollegiate cases of student discipline, procedural due process should be followed. Procedural due process is distinguished from substantive due process in that the former involves those procedures which are fair and just (the panel did not define either of these terms) as opposed to the latter, which involves only finite regulations and rules of order when considering a case. Participating in the panel with Dr. Byse were chairman Dr. John Schiele III, dean of Northwestern's Law School; Dr. Donald C. Muldinger, dean of the College of Arts and Sciences at Valparaiso University; Dr. Edmund McIlhenny, legal counsel for Tulane University, and Mr. Dennis Shaul, dean at Harvard Law School. Mr. Shaul, former president of National Student Association, stated, in his opinion, one of the greatest needs in educational institutions is a systematic definition of "what constitutes a course of fair dealing. In other words, we are calling for 'written guidelines' setting out the essentials of 'process' for disciplinary cases involving students.

McIlhenny, in his opening remarks noted the constant attention that has been given to the notion of the student's right to appeal to civil laws of due process.

Commenting on this view he observed, "I do not believe that disciplinary case should be portrayed as an adversary proceeding. The student and the administration are not on opposing sides; their interests and their goals should be the same. Accordingly, the rules of procedure are appropriate to criminal proceedings or even to civil proceedings in the courts, are not necessarily compatible to the academic forum."

After a few minutes debate it was agreed that educational institutions should take minimal precautions to insure procedural due process in trying disciplinary cases.

Muldinger noted five instances where these minimum requirements of due process should be included.

"Students shall participate in establishment of rules and regulations which govern student life on the campus.

"Rules governing student and campus life, as well as the academic regulations, should be published, circulated and available to the entire academic community.

"The student who commits an offense should be apprehended in a fair and reasonable fashion.

"The accused student shall be afforded judicial procedures. This entails involves some student participation in the judicial mechanism.

"The presence of an appeal mechanism; that the convicted student shall have some recourse other than the Dean of Students as Vice president for person-to-person and that he may appeal to the president and ultimately to the board of control."



## Panel Finds Student Advice Necessary for Good Relations

by Malcolm Carter

Panelists at a meeting Thursday were generally agreed college student opinion should have weight in making academic decisions, but they disagreed just how far this responsibility should go.

Approximately 400 persons heard three educators and a student debate "Some Concepts of Student Academic Freedom." They were: Phillip Monypenny, professor of political science at the University of Illinois; E. G. Williamson, dean of students at the University of Minnesota; the Rev. Dr. Laurence V. Britt, president of the University of Detroit, and Greg Lipscomb, law student at the University of Texas.

"If one is to be truly educated," said The Rev. Dr. Britt, "he must enjoy that freedom which is indispensable for the achievement of that personal growth and development which is education."

However, said the clergyman, "If we make the mistake of assuming that freedom is an end in itself... to be achieved at almost any cost (and the more the better), we will probably make the further mis-

take of assuming that such freedom must be without any limitation or restriction whatsoever."

On the other hand, Dean Williamson contended "Freedom is not an original possession."

Part of the nationwide student unrest symbolized by the Berkeley riots, he continued, is the confusion of freedom of behavior and misbehavior with freedom of thought and expression.

Student participation in determining policies of extra-classroom conduct should, as a minimum, promote an atmosphere of mutual confidence in which learning can take place, noted Mr. Monypenny.

Mr. Lipscomb called for more stress on the European concept of universities in which "the emphasis is on group ideas, group action and group expression," while American education considers only ideas, the individual student and his surrounding society.

Permanent channels of communication should be established, channels designed to cater to mass modes of student expression, he urged.

In addition, said Mr. Lipscomb,

### Editorial

## A Soul to Search

If the American Council on Education meeting in Washington last week pointed to one characteristic of colleges today, it is that they are not complacent and are continuously uneasy about the roles they are filling.

More than 1,600 educators from across the nation participated, and a significant number of these were college presidents. Dr. Frederick L. Gwynn, chairman of the English department, took part in one of the panels as a teaching faculty member at Trinity.

It was obvious from assertions made at the seminars and formal speeches that in some ways Trinity is a progressive college (like the faculty Student Affairs Committee, which has student members) but that in other ways it is very far behind the times (like the student judicial system).

Trinity must institute, or prolong, a continuing evaluation of itself and strive to correct the problems which are not necessarily restricted to this campus but pervade all the nation's campuses. Other colleges have shouldered the responsibility, and Trinity has begun to show proper curiosity about its successes and failures.

Much work needs to be done. As Dr. Gwynn noted, everywhere there are many professors who disappoint their students. As Dr. Gideonse stated, flexibility, in reality, may be rigidity in curriculum development and student guidance, and there is a need for diversity.

There is also a need for soul-searching, and Trinity must answer this need.

## Coercive Demonstrations Wrong, Says Katzenbach

The U.S. Attorney General Thursday night warned student demonstrators that "efforts to coerce are wrong in principle and ineffective in practice."

Speaking at a dinner meeting, Nicholas deB. Katzenbach linked student and Negro demonstrations, noting, "It should not be supposed that because students use many of the same techniques as Negroes in the South that their dissatisfactions are as profound."

The Negro, he said, without access to any of the democratic forms of expression, has had "little choice" but to demonstrate. On the other hand, "The student, whether he objects to conformity or to government policy in Vietnam, has a range of alternatives."

Diffusion of goals is one peril the students must acknowledge, continued the Attorney General, but there is a second peril that "demonstration becomes an instrument not of persuasion but of coercion."

Mr. Katzenbach criticized students who fight "so hard against the deadening effect of mass generality, they dissipate the insight and energy which ought better be devoted to opposing the corrupting specifics."

Students, he said, need to sharpen and clarify their aims. "It is not record-keeping by punch card that we should fear, but the absence of animate attention to what is on them."

"It is not an elephantine lecture class that depersonalizes education, but a shortage of able section instructors with whom to discuss the lectures."

"It is not identical automobiles or toasters that we should guard against, but the passivity that can permit mass-produced forms to mold our higher tastes."

college administrators have a "special duty" to convey to the public concepts of student participation and the creation of an open market of ideas as well as the duty to convey these thoughts to the students themselves.

Students, in short, should know what is expected of them.

Mr. Monypenny also urged an administrative "guarantee" of channels students can use to express concern.

What too many colleges have now, said Mr. Lipscomb is "academic taxation without representation."

However, "There must be freedom before there can be responsibility," added Mr. Monypenny. "We must allow the mass to participate in defining the student government. Students are due the right to take part in making academic decisions."

"It is disgraceful," Dean Williamson pointed out, "what we have done arbitrarily, unilaterally with regard to student control."

"I have found many a Berkeley in the making," he declared, citing an example of student discontent each panelist saw fit to mention.

Dean Williamson called pedagog-

ical the problem of finding effective ways of helping students to examine thoughtfully the philosophically new concept of academic freedom, noting students must know a dean of students cannot change the regulations at will.

Although expressions of student unrest may involve demonstrations, said Mr. Monypenny, as long as they don't disrupt activity, they are "healthy" even if the college or university is "embarrassed."

"Embarrassment is the nature of education," he said.

### The Trinity Tripod

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# Crisis Seen in Role of Professor's

## Gwynn Finds Weaknesses Spur Crises

by Malcolm Carter

A half-century of "weak teaching that insults students by not paying enough attention to them has precipitated the "expanding vacuum" underlying current collegiate activism.

So said Frederick L. Gwynn, chairman of the English department, Thursday as one of four panelists discussing "The Role of the Professor."

Others on the panel were Fred Harvey Harrington, president of the University of Wisconsin and chairman, Frederick H. Burkhardt, president of the American Council of Learned Societies; Nicholas Hobbs, chairman of the Division of Human Development at George Peabody College for Teachers, and Jerrold R. Zacharais, professor of physics at Massachusetts Institute of Technology and originator of "PSSC Physics."

All the panelists agreed there was a crisis today in a professor's relationship to his student.

Said Dr. Gwynn, "The ineffectiveness of much college teaching may well be the major underlying cause of the crisis, and it may spawn a good many more of them."

The large amount of time professors spend only lecturing, with-



out getting students actively involved, Dr. Gwynn blamed for what he called the real weakness of inefficient classroom teaching.

Dr. Gwynn added, "We have no theory and structure for teaching in higher education."

"Even undergraduates," he continued, "are aware that their mentors are trained to research and scholarship in graduate school rather than to pedagogy."

One way to alleviate the problem, he said, would be adoption of a "controlled student rating" which

would alleviate lack of an organized feedback. This lack "contributes heavily to crisis," noted the professor.

Other recommendations were adoption of:

--Three-year apprenticeships in full-time teaching to be supervised by reputed master teachers.

--Continuing emphasis on testing teaching with resulting de-emphasis of "irrelevant research and publication."

--Programs which discourage the college teacher who "merely imi-

tates concrete models from his graduate school without considering abstract models of theory, their comparative assumptions and consequences.

Dr. Zacharais, who staunchly favored the technique that made him famous--forcing the student to supply his own fundamentals, declared: "Students are being led by the hand through the maze."

The student, he said, "has to get himself off the neck of the professor."

"Why follow the leader?" asked

the panel member who managed to draw appreciative laughter each time he made a statement.

Students must take increasing responsibility for their education as time passes and the student grows, he said.

"Unless you get rid of the bug-aboo cult," he warned, "the whole education system is in trouble."

Mr. Burkhardt took issue with these ideas, saying, "We still have to have teachers who know what they are doing."

Turning to another issue, Mr. Burkhardt denied the supposition that professors who are asked to do nothing but teach will be effective teachers. "The other demands upon a professor that compete with teaching are not simply attractive escapes from drudgery for lazy men."

To shorten the "distance" that has lengthened between professor and student, Mr. Burkhardt suggested:

--Recognition and reward for excellence in teaching.

--Encouragement and recruitment of potential scholars.

--Increased thinking about teaching in the training of scholars.

--Vigorous emphasis of teaching and learning in research.

The culprits stretching this distance, he continued, are the increase in specialization, the success of the ideal of service and the increase in the complexity of educational institutions.

According to Mr. Hobbs, the good teacher needs "most of all" an opportunity to work closely with a few students and the reward of knowing that "he has quickened their lives through a shared encounter with knowing."

## Four Collegiate Types Make Complex Society

by David Downes

Panelists discussing "Institutional Expectations and Influences" generally agreed that four basic subcultures pervade most colleges and that these create a complex society within the college.

Participating in the discussion panel were Dr. Joseph F. Kaufman, dean of student affairs at the University of Wisconsin, chairman, Dr. Joseph W. Fordyce, president of Central Florida Junior College; Rose K. Goldsen, associate professor of Sociology at Cornell University, Dr. Martin Trow, professor of Sociology at the University of California at Berkeley, and Dr. Stephen J. Wright, president of Fisk University.

Dr. Trow named the four basic subcultures as the collegiate (fraternity-minded good time crowd), the academic (traditional academic students), vocational (those interested in getting a degree for vocational advance), and the bohemian (exploring, questioning group).

Citing the case of Berkeley, he noted that only a small portion of the student body is involved in the due process - in loco parentis dispute. He stated that "at least some of our difficulties (at Berkeley) have arisen out of our indifference to the nature of the complex society that the aggregates of students comprise."

The multiversity, he pointed out, is no longer an academic community, but a rather complex society. Observing that the problems caused by this change effect not only administration, but also faculty who must teach this heterogeneous student body.

Ending on an optimistic note, he said, however, that "seeing our students more clearly, in all their variety, is a necessary if not sufficient condition for transforming some of these problems into educational opportunities."

Dr. Fordyce explained the plight of junior colleges and asked what was to be done on a community college campus when student enrollment often triples each year, when most students have part - or full-time jobs, when policy dictates an open door policy to all high school graduates and when the dominant culture appears to be vocationally oriented.

Size of both faculty and student body and also the heterogeneity of the student body, thus seem to be prominent influences in universities, he noted.

The role of the college president also seemed an important factor to the panel. Addressing himself to this topic, Dr. Wright said, "A college president may play an important, even a determining role, in developing the expectations and the special influences that will contribute to the "mix" of the learning environment on his campus."

Dr. Wright also noted "the key factor that breathes life into a learning environment is student involvement."

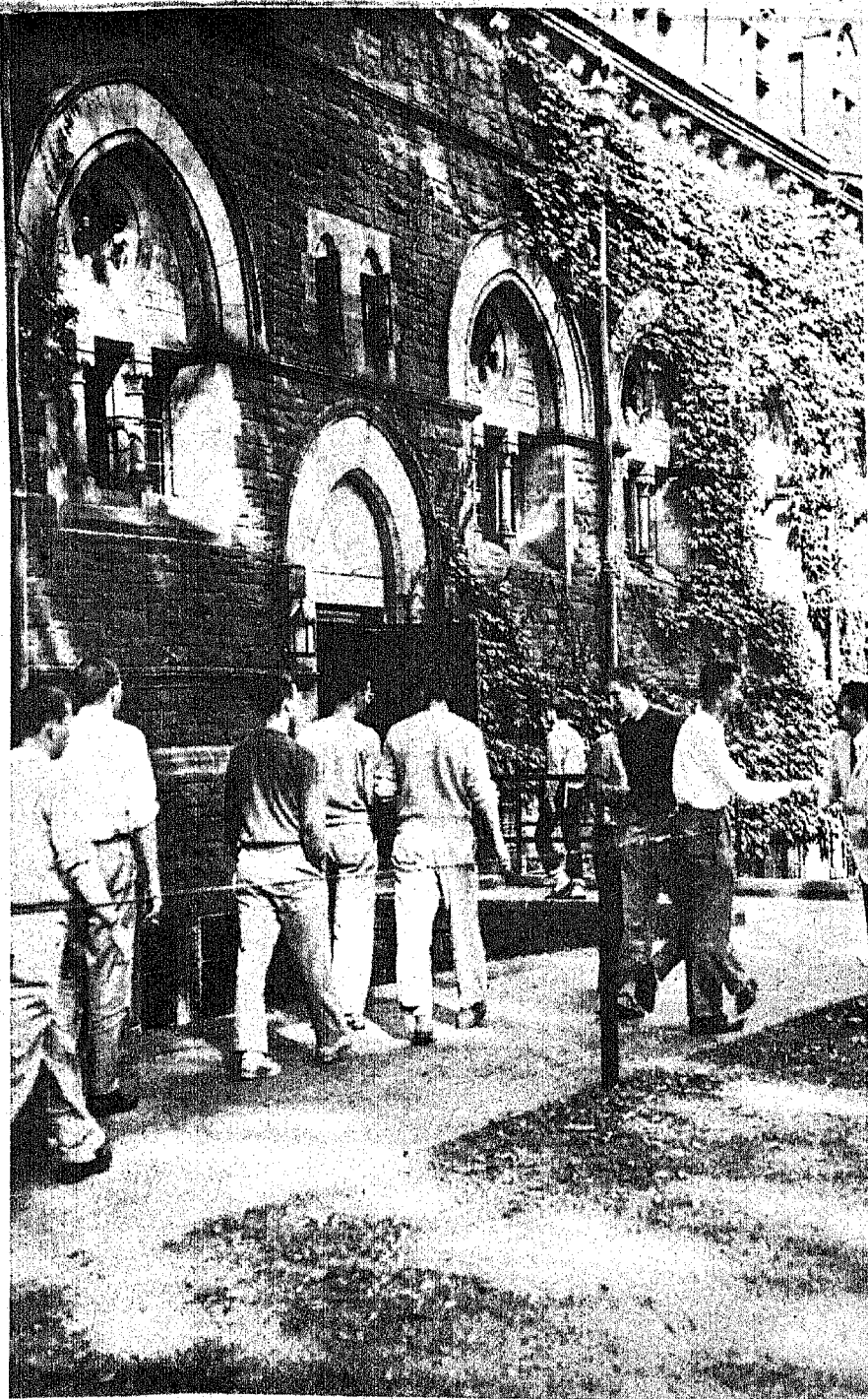
Dr. Lewis B. Mayhew, author of "Institutional Factors and the Learning Environment," commented that there is a good deal of agreement on certain aspects of the learning environment -- that there should be some sort of one-to-one relationship between student and professor, and that although it is good colleges are moving away from the notion of in loco parentis, adolescents are still seeking a "proper" substitute for this authority.

Professor Goldsen stated that meaningful academic pursuits have been lacking because professors are alienated from the process of teaching going on in the universities.

They have little or nothing to gain from contact with undergraduate students, in terms of their own professional or personal advancement, he said. Undergraduates cannot provide them with the stimulating questioning of their graduate students, nor can they aid them with their research.

If the situation is to be remedied, suggested Dr. Goldsen, the professors must be given recognition for good teaching not only from their institutions but also from their professional organizations.

Returning to the topic of college presidents to conclude his comments, Dr. Wright said, "However competent an educational chemist a president may be, he must remember that the learning environment is infinitely complex, and that the mix that will stimulate the maximum growth requires the wisdom of faculty and students -- perhaps in equal amounts."



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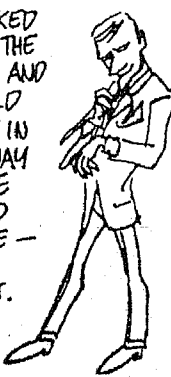
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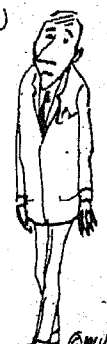
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**Feiffer**

## Rights Reporter To Speak Here

"The Negro in Hartford" will be the subject of a talk to be given in the projection room of the Austin Arts Center by Mr. Don O. Noel, Jr. on Monday at 4 p.m. Mr. Noel, a reporter for the Hartford "Times" has had much experience in covering the Negro community in the city, and in 1963 was the author of a forty-page portrait published by the "Times". Mr. Noel received his B.A. from Cornell in 1954. After graduation he worked for two years with the American Friends Service Committee in Japan and then spent 11 months with his wife traveling around the world particularly to India and Germany. Mr. Noel, thirty-three, is a director of Church Action, Inc. a non-profit housing project in West Hartford. He also serves as the Coordinator of the Greater Hartford Community Peace Center, member of the American Friends Service of New England Peace Committee, and as director of the Foreign Policy Association of Greater Hartford.

## Senate...

(Continued from Page 1)

vision rather than traveling to off-campus parties under municipal jurisdiction.

-- Since there is a "large" amount of expenses involved for many weekends, leaving a large number of freshmen and independents no place to congregate after 11:30 p.m. would seem "unfair".

-- The lack of "adequate" lounge facilities for entertaining would make the problem of entertaining after 11:30 p.m. "even more difficult".

-- A procedure for the extension of dormitory hours has already proven satisfactory at other colleges, such as Williams and Wesleyan.

-- Reports from larger schools, such as Dartmouth, Yale, Cornell, M.I.T. and others, where disciplinary problems might be expected

to increase, have shown that a system of 1:00 a.m. hours has proven workable and successful.

-- Statistics compiled from 40 schools of high academic standing in 19 states indicate that 95% of the schools polled have more dating hours under college supervision than does Trinity.

-- Placing an 11:30 p.m. curfew on dormitory hours does not terminate dating but only causes an "ever-increasing number" of freshmen and independents to continue dating off campus.

-- The Medusa has agreed to such a change of hours.

-- The 21-member Student Affairs Committee, made up of faculty, students and administration, has unanimously endorsed this proposal.

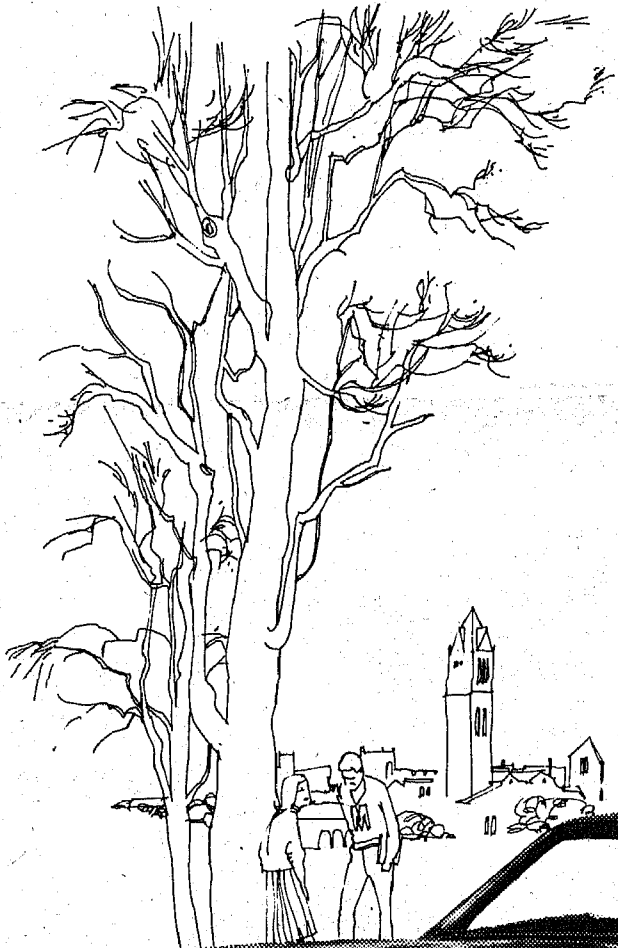
-- Extending the dormitory hours would create more normal conditions on campus, 1:00 a.m. being a more "natural time" to terminate a date.

-- An extension of dormitory hours would permit Trinity men and their dates a greater degree of privacy -- "a perfectly normal and natural desire".

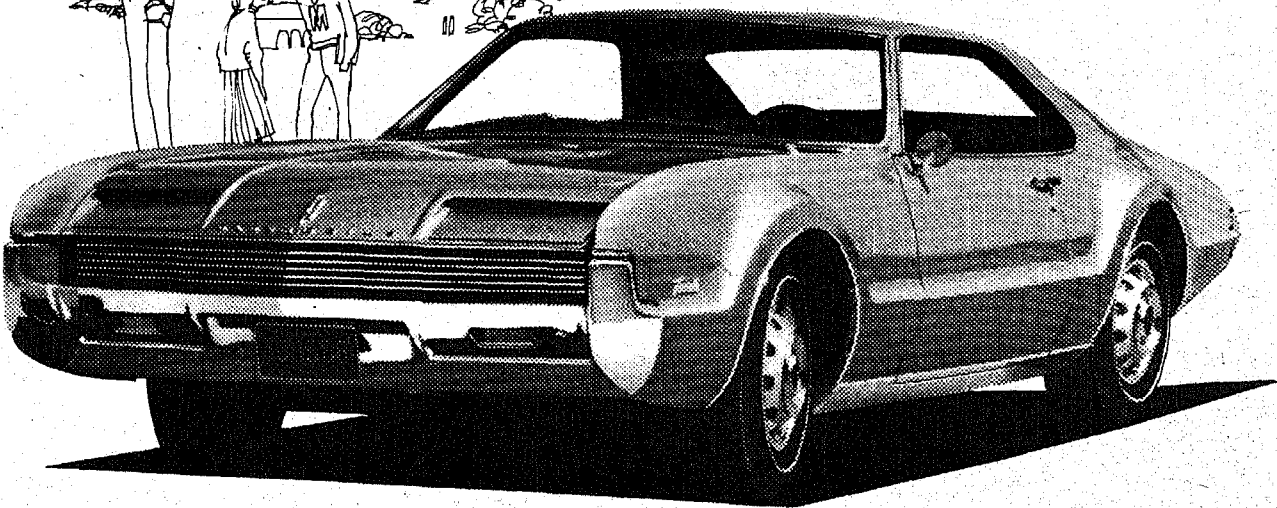
-- Since student life does not come to a close at 11:30 p.m., an extension of hours would help to create a greater atmosphere of community for students on campus.

-- An "overwhelming" majority of Trinity students have submitted their signatures indicating they are in accord with the Senate plan and are willing to accept the responsibilities which it entails.

-- Last year's extensions of dormitory hours for the Junior Prom and Senior Ball weekends were successful, and no violations of any college rules were recorded.



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# Bantams Race to First Victory

## Morrill's 60 Yard Scamper Trips Tufts in Last Minute; Sanders Scores in 15-13 Win

by Nels Olson

Speed and determination resulted in a thrilling last-minute 15-13 victory last Saturday over the Jumbos of Tufts.

The Bantams required nearly every second of the 60-minute contest to score their first win of the season and first victory since they beat Coast Guard Nov. 3 last year.

It was the "small" men who triumphed as Rich Rissel, Doug Morrill and Tom Sanders led Trinity to its two touchdowns. Even though these three backs average only 162 pounds, their speed was sufficient compensation.

With four minutes left in the fourth quarter, Sanders ran six yards for Trin's first touchdown. Then, with only 42 seconds remaining in the game, sophomore speedster Morrill caught a short pass from Rissel and ran 60 yards for the Bantam's second touchdown and their first victory.

Even though the game was statistically equal, Tufts led by 7-0 at halftime and then built their lead to 13-0. Three Jumbo interceptions made the difference.

Eight minutes before halftime the Jumbos snatched their first interception on the Bantam's 37-yard line. Eight plays later Steve Beattie, a sophomore halfback, scored the first TD on a one yard run. John Cluney booted the extra-point, and Tufts led 7-0.

Both teams traded punts during the third quarter until Tufts sustained a drive to the Trinity one-yard line. The Bantams' light but tough line managed to jar the ball from a Jumbo back. Jim Wilson fell on the fumble and spoiled the Jumbos' try for a TD.

In the fourth quarter, Tufts scored on one rapid play. A 55-yard pass to Joseph Marcelynas put the Jumbos in the lead, 13-0, with 11 minutes to play.

With every second essential, the Bantams ground out yardage in the Jumbos' end of the field only to be foiled by Tufts' third interception. Cluney ran the pass 60 yards to the Trinity 28-yard line. A sturdy defense held the Jumbos to four plays but their

attempted field goal fell short.

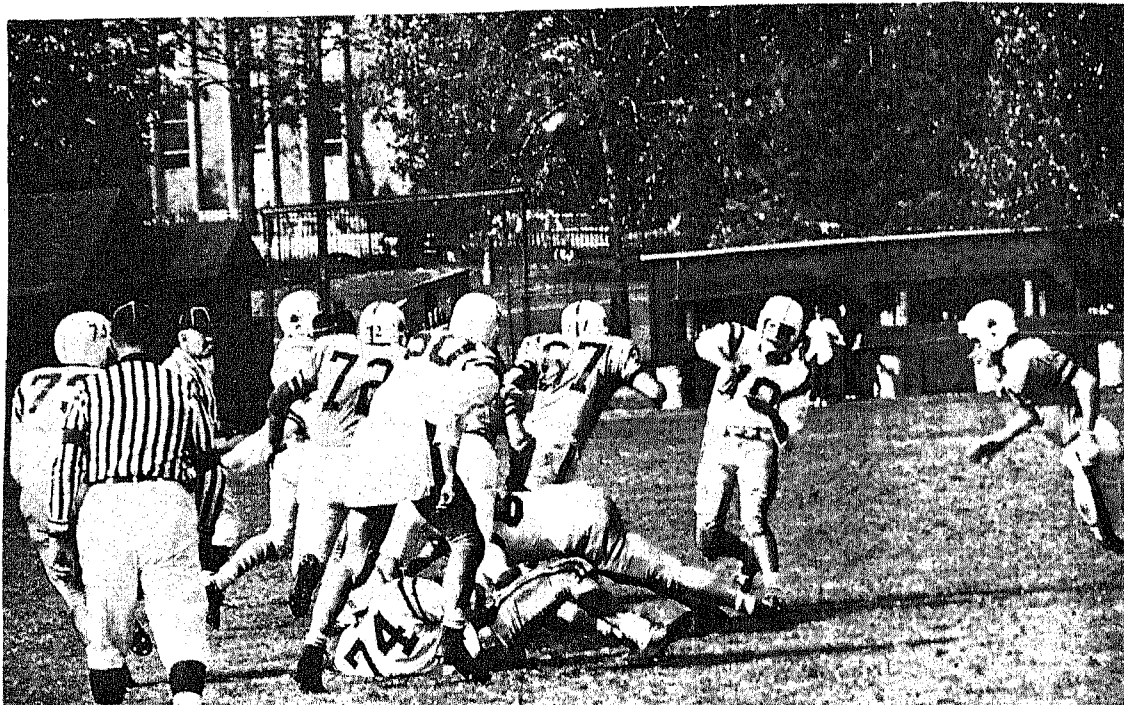
With the ball on their own 20-yard line, Trinity's Tom Sanders and Bill Gish led their team to the Tufts' six yard line. During the drive Gish caught two passes and Sanders sprinted for important runs of 13 and 26 yards.

With four minutes left in the game, Sanders ran the remaining six yards for the Bantams' first touchdown. Rissel threw to Larry Roberts for the two point conversion, and the score stood at 13-8.

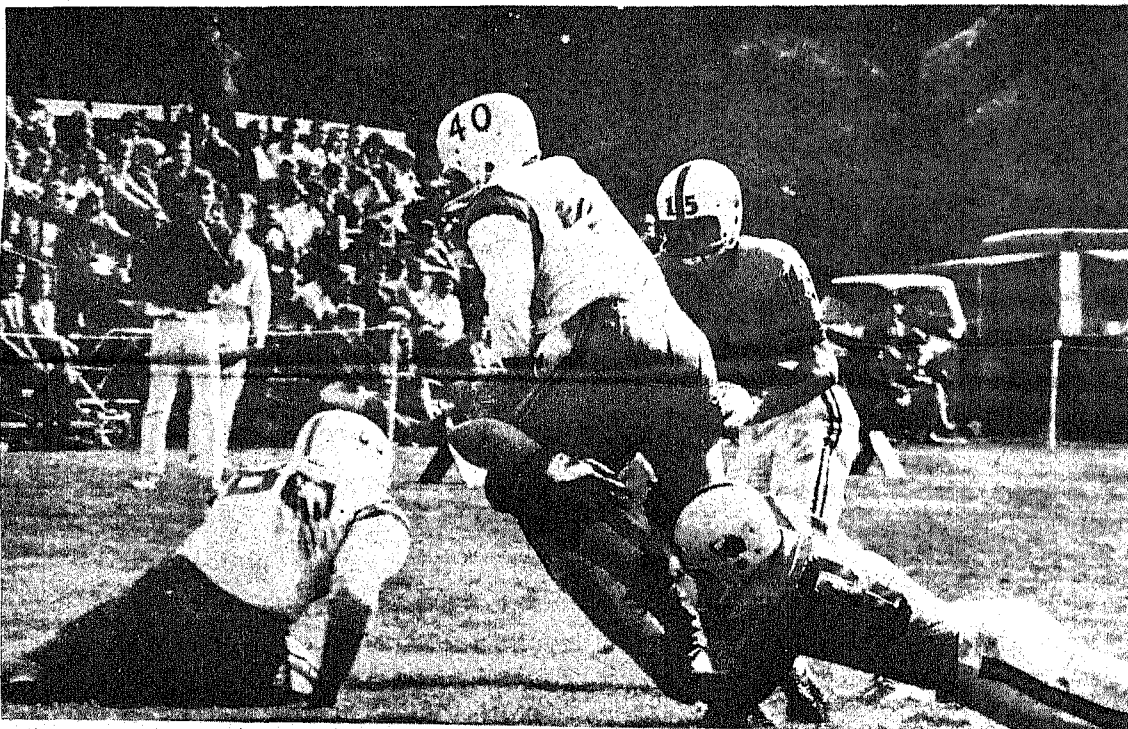
Trinity's attempted onside kick was successful as David Ward recovered the loose ball on the Tufts' 48 yard line. Even though hopes for a quick touchdown sparked the spectators, the Jumbos' held their ground.

After an exchange of punts, Trinity owned the ball with 1:30 remaining to play and 64 yards

(Continued on Page 12)



**BEFORE THE STALL**--Rich Rissel (10) flips a pass (ball marked by arrow) to Bill Gish early in the game last Saturday. The play was good for 12 yards and brought the ball to the Tufts' 27 yard-line. The drive was stalled there, however, as the Jumbos John Cluney intercepted another Rissel pass several downs later.



**TRAPPED**--Trinity's Tom Sanders (40) is stopped simultaneously by Tufts' Mike McLaughlin (37) and an unidentified back after a gain of six yards in the first half. Bill Gish (88) vainly tries to lend his assistance.

## Battles Leads 12-0 Frosh Win

Coach Chet McPhee's freshman football team shut out visiting Union 12-0 in their first contest of the season last Friday.

Both squads had difficulty moving the ball on the ground against the big defensive lines. Trinity's Jim Sturdevant and the Union booter engaged in a punting duel during the scoreless first half.

The difference between the two teams was Dan Battles, the Bantam quarterback. Battles, an Illinois All-State selection last season, completed 8 of 14 passes for 124 yards and two touchdowns.

By combining dives and short passes, Battles directed the team to the Union 16-yard-line early in the third quarter. From there he hit his favorite receiver, Ron Martin, in the end zone for the score. The defense stiffened and the extra point attempt failed.

In the fourth quarter, Battles (Continued on Page 12)

## Nine Bring 'Spirits' To Saturday Games

by Ric Hendee

On the sidelines at a recent intra-school pigskin scrimmage, a potential freshman fullback glanced questioningly at the Field House which echoed with reverberations of wild cheering.

"Hey, what's going on in there?" he questioned. "Who's making all the noise?"

Another rosy-cheeked backfield hopeful answered lightheartedly, "Oh, those are slender strains of sparkling spirit from our bashful, bubbling cheerleaders. Heard about the latest addition to the squad? From California...blond...blue eyes...his name is Harry."

Down the line a few varsity men overheard the jokes. "Freshmen, ugh," one intelligently declared.

"Aw, you said the same thing last year too. Imagine guys for cheerleaders." Upperclassman number two replied, "Wait 'til they've been in an away game and the cheerleaders are their only real support. Give 'em time."

"Freshmen, ugh," was the profound reply.

Once again the field house echoed with "Push 'em back, push 'em back, w-a-y back."

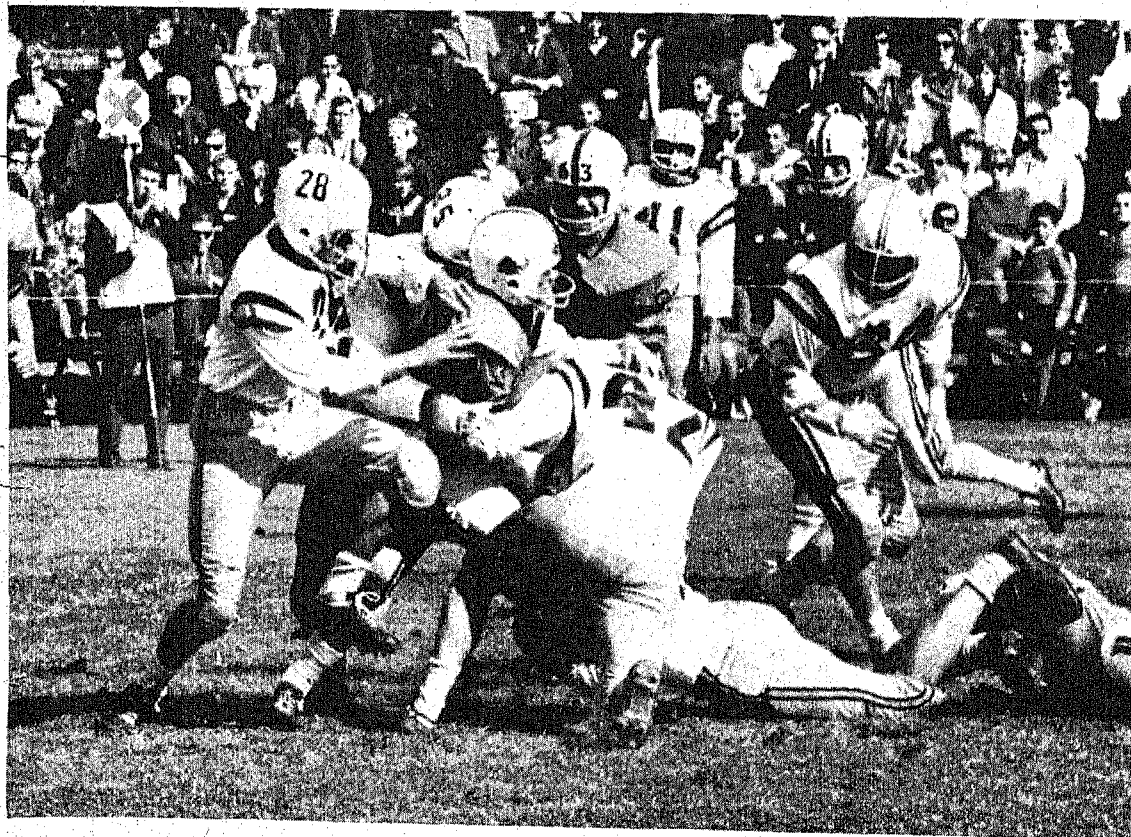
"We're serious about our cheerleading," said captain Bob Boas, thumbing a blue megaphone with a gold "T". Some people think it's funny - male cheerleaders - but we're out there to raise interest in the game, not in ourselves.

"Of course a successful season makes it easier," Bob continued. "Once, before a big game with an undefeated Amherst squad, there was even a march into Hartford. Practically the whole school went, and Trinity overcame favored Amherst to win the game."

"Then last year we tried an on-campus rally which didn't go over as well. We gathered about 200 guys...it was a bad season."

The group split and lined up for another cheer.

"Ready, guys," Bob yelled. And the Field House suddenly seemed smaller as the echoes began again.



**LIKE A BRICK WALL**--The Bantam defense stops Tufts halfback Bill Alston in last Saturday's game after a short gain. Joe McKeigue (28), Dave Ward (42) and Bill Fox (85) all did outstanding jobs in holding the Jumbos at bay.



# Soccer Streak at 3; Tufts, UMass. Fall

Trinity's soccer team raised its season record to 3-0 this week with two suspenseful victories over Tufts and UMass.

This Saturday the Bantams traveled to Tufts where they edged a fired-up Jumbo team 4-3. The home team was intent on picking up their first win of the season, and for most of the game it looked as if they would.

During the first period Tufts front line was running very hard and most of the play was concentrated around the front of Trinity's goal. With 9:35 left in the period Tim Crowell beat goalie Bill Schweitzer to a slowly rolling ball and booted it in for Tuft's first score.

The complexion of the game changed at this point, for now Trinity seemed to take over con-

trol of the ball. The Bantams pressed hard on the Tuft's goalie, but the front line was unable to get off a good final shot. This was the frustrating part for Trinity, since they outshot their opponents 27-8. Trinity's defense was not as strong as usual because of the continued absence of Sandy Evarts and the loss of Jim Clarke early in the game.

The second half began with a flurry of unsuccessful shots at the Tuft's goalie. Finally with 5:27 gone, Tom Seddon passed to Bob Ochs on the right of the goal. Ochs headed the ball to Mike Center in front of the goal from where the forward deflected the ball into the net for a Trinity goal.

Once again the action remained  
(Continued on Page 12)



**WINNING PAIR--** Even a diving try by the University of Massachusetts goalie could not stop Bob Ochs (5, above) from scoring in the third quarter last Wednesday. The score gave Trinity a 2-0 lead, but it wasn't until Bill Franklin slid into the unprotected cage a few moments later (below) that the game was put on ice. The Bantams won, 2-1, and came back to stretch their winning streak to three with a 4-3 victory over Tufts on Saturday.



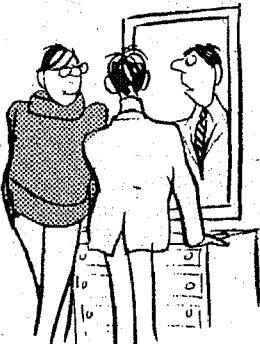
1. Talking to yourself?

Rehearsing a speech. I'm running for President of the Student Council.



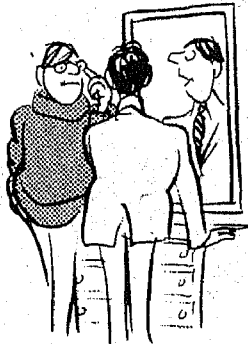
2. Angela's idea?

She says it will help me develop a sense of responsibility.



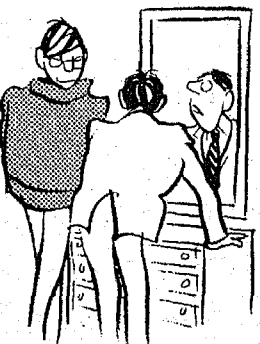
3. What's your platform?

Do I need one?



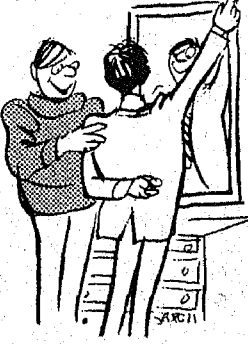
4. You have to give people a reason for voting for you.

How about "A chicken in every pot"?



5. Already been used.

"Tippecanoe and Tyler too?"



6. Look, if you want to show Angela you're responsible, why not sign up for Living Insurance from Equitable. It's one of the most responsible things you can do—because Living Insurance will give your wife and kids solid protection.

"I would rather be right than President."

For information about Living Insurance, see The Man from Equitable. For career opportunities at Equitable, see your Placement Officer, or write: Patrick Scollard, Manpower Development Division.

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# Mental Hospital Program Draws Student Companions

Approximately 40 students are expected to participate as the Companion Program starts its fifth year at Trinity, according to Dr. Austin Herschberger, associate professor of psychology and director-co-ordinator of the program.

Trinity students in the program visit patients at the State Mental Hospital in Middletown on weekday afternoons, thus providing companionship for these persons.

The program had its origins at Harvard, where students took it upon themselves to visit wards at the Boston Psychopathic Hospital. These weekly visits began markedly to affect the patients, so that they would actually look forward to their visitors and start taking an interest in their grooming and their new friends.

As the program progressed, it was felt that a more personal relationship might be even more beneficial for the patient, and students began visiting certain individual patients.

The program started at Wesleyan about five or six years ago, and then Trinity was invited to join. Groups organized with drivers travel to Middletown on a particular day of the week. About 2 and 1/2 hours are spent with the patient playing cards, just talking, and eventually taking walks in downtown Middletown.

Wesleyan students in the program often bring their companions to dinner at fraternities or to various events on campus.

Although the student may not really notice, the patients make great progress in this companionship, according to Dr. Herschberger. Even the slightest recognition of the student companion or the slightest attention to personal appearance is a mark of the patient's growing concern for himself and the outside world.

## Soccer...

(Continued from Page 11)

around Tufts' goal as both Tom Seddon and Spiros Polemis displayed excellent footwork and passing. With 18:45 left, Center scored his sixth goal of the season by knocking in a loose ball with his head.

The fourth period started badly for the Bantams, as the only two shots taken by the Jumbos that quarter found their mark. With 3:50 remaining in the game, Trinity was down by one goal. Then came the storybook ending.

Ochs headed a pass from Ted Ruckert into the goal to tie the score. Finally, with 1:25 left and both benches on their feet, Dave Cantrell booted a ball into the upper right side of the goal for the Trinity win.

Earlier in the week Trinity defeated the University of Massachusetts at home in an equally hard fought contest. Both goalies, Schweitzer and Larry Martin, played excellent games, and at the half neither team had scored. After two near goals by Polemis and Seddon, Ochs scored from right to left on an assist from Ted Hutton.

Late in the third period tempers flared as Hutton and Martin Smith, who had been playing hard all game, squared off. Neither combatant landed any punishing punches, and peace was restored quickly.

At 18:56 Bill Franklin scored what proved to be the winning goal on a carry in after the ball was positioned on passes from Center and Ochs.

Early in the fourth period Gerry Cellille scored the visitors' only goal on a pass from the right wing. Trinity's defense proved flawless as Jim Clarke and Al Griesinger played an outstanding game containing All-American Ray Yando.

The Bantams travel to U. of Hartford on Friday in an attempt to bring their record to 4-0.

Discussion sessions after visits between the students and hospital staff provide guidance for the student and allow him to appreciate these small gains in their proper perspective, he said.

## Senate Forms Review Body

A committee to investigate the present structure of the student government here has been appointed by the student Senate. Senators David E. Chanin '68 and Geoffrey J. White '67 compose the committee.

The new committee according to White, will seek to determine whether the present student government is truly representative of student sentiment, whether it is fulfilling its potential and whether it is "mature in its decisions and criticisms."

Also under consideration by the White - Chanin Committee will be the question of the most efficient size for student government.

By interviewing various Senators, the committee hopes to discover Senate are thought to be most important, and which aspects, if any, need reorganization.

## Football...

(Continued from Page 10)

between them and the end-zone.

With 42 seconds left, Doug Morrill received a short pass from Rich Rissel and zig-zagged 60 yards for the six-pointer that gave the Bantams their victory. Charles Atwater booted the extra-point, and the final score was 15-13.

Trinity gained 184 yards on the ground to Tufts' 141, and 202 in the air to the Jumbos' 95 yards. Rissel completed 12 of 27 passes.

Bill Fox and Kim Miles stood out on defense, making key tackles and blocking several passes, while Bob Heimgartner gained 63 yards in 15 carries, and Sanders gained 57 yards in six carries.

## Frosh...

(Continued from Page 10)

completed a jump pass to Tan Platt, and an off-sides penalty against Union on the next play gave Trinity a first down. Two plays later Platt grabbed another short pass before an incomplete aerial seemingly ended the Trinity drive as Union took over, first and ten.

A Union halfback promptly fumbled, and once more Trinity found themselves in good field position. One play later, Battles rolled to his left and tossed a twenty-five-yard pass to Martin for the tally, pushing the score to 12-0.

The Bantam defense tightened up and kept Union from gaining ground for the rest of the period.

The frosh will battle Springfield away next Friday at 3:00.

## Placement

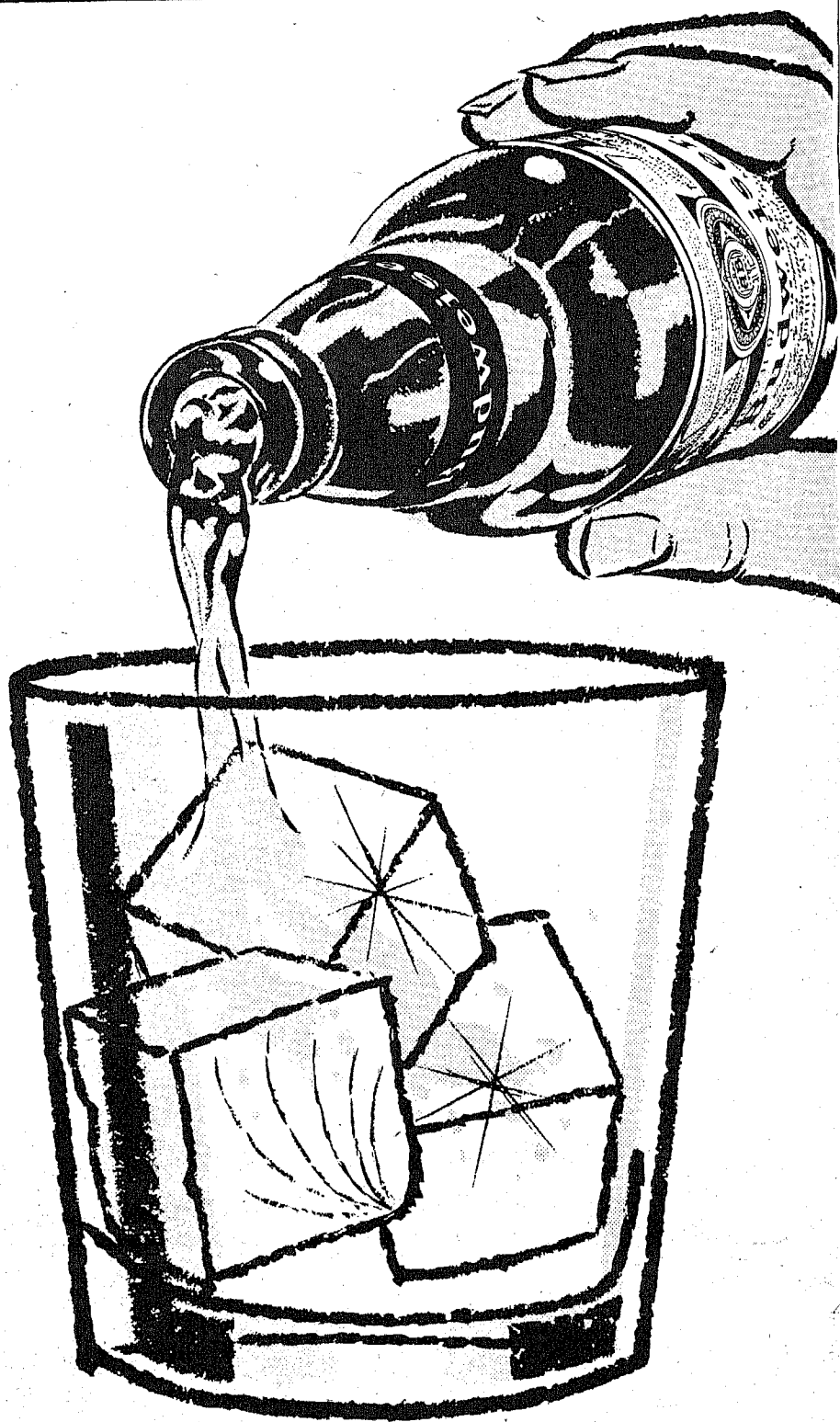
Thursday, October 14 - University of Connecticut School of Law  
Friday, October 15 - Harvard University Graduate School of Business Administration

Monday, October 18 - Cornell University Law School

Wednesday, October 20 - American Institute for Foreign Trade  
See the Placement Secretary for appointments.

## DEVIL AND DAN

"The Devil and Daniel Webster" will be shown by the Film Series in Goodwin Theater on Saturday evening at 10 p.m. and Sunday at 7:30 p.m.



Beer on the

# rocks?

(Oh, no!)

The other day, for the first time, our brewmaster heard of "beer-on-the-rocks." He fell apart.

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(See Page 10 for

## Books Gives

The Trustees of the University recently decided in the future store will give per cent off books sold to V. It was decided discount would over the last 15 years earned by the been approximating. According to ARGUS, the student decision to give a significant change of the administrative role of the book academic community. Previously, according to C. Halliwell, president, it was that the non-provided by the as a whole self-these services.

## Jacobs Chance

An increasing College has called for Robert C. Jacobs, the post of Chancellor of the Diocese of Hartford was announced. The Rt. Rev. bishop, in his sixth year, will be in his sixth year as chancellor, the legal adviser to Dr. Jacobs will be the position of P. Bakewell, Hartford law firm well and Smith has served as and is presently bart and William in Geneva, N.Y. Dr. Jacobs has been on the Executive Council of the Bishop's Laymen's Work